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TAGS: AORG, UNICEF

SUBJ: UNICEF EXECUTIVE BOARD: RESUMPTION OF GENERAL
DEBATE - AGENDA ITEM 5, NON-FORMAL EDUCATION
FOR RURAL CHILDREN AND ADOLESCENTS

1. SUMMARY. THIRTEEN COUNTRIES REGISTERED GENERAL APPROVAL OF THE REPORT ON NON-FORMAL EDUCATION IN RURAL AREAS FOLLOWING PHILLIP COOMBS' INTRODUCTION. ALL DELS URGED A MARRIAGE BETWEEN THE FORMAL AND NON-FORMAL SYSTEMS OF EDUCATION SINCE COMPETITION, WOULD BE COSTLY TO DEVELOPING NATIONS. MOTIVATION WAS STRESSED BY SEVERAL DELS AS A NECESSARY ASPECT FOR ACHIEVING BETTER EDUCATION SYSTEMS BUT NO FORMULA FOR CREATING THIS ELUSIVE PSYCHOLOGICAL FEATURE WAS OFFERED. END SUMMARY.

2. IN HIS INTRODUCTION, PHILLIP COOMBS, WHO CONDUCTED PARTS ONE AND TWO OF THE STUDY, SAID IT HAS BEEN GIVEN WIDE CIRCULATION WITHIN THE UN FAMILY AND TO TRAINING INSTITUTES AND MINISTRIES OF DEVELOPING COUNTRIES. THE POTENTIALITY OF THE STUDY IS THAT IT COULD HELP SOLVE PROBLEMS AND ACCELERATE RURAL DEVELOPMENT. WHILE NOT PANACEA, THE STUDY SUGGESTS USEFUL STARTING POINTS FOR A LONG-TERM
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PROCESS IN DEVELOPING EDUCATION SYSTEMS AND HE CAUTIONED

AGAINST AOLLOWING NON-FORMAL EDUCATION TO BECOME A FASHION. HE RECOMMENDED THAT FORMAL AND NON-FORMAL SYSTEMS GO HAND-IN-HAND AND COMPLIMENT EACH OTHER AND THAT EDUCATIONAL PLANNING MOVE BELOW THE NATIONAL LEVEL AND ASSIST IN DEVELOPING A RURAL STRATEGY.

3. THE UNESCO REP SUGGESTED GRASS ROOTS PROMOTION OF NON-FORMAL EDUCATION, ALONG WITH POLITICAL INVOLVEMENT. HE SUGGESTED ACTION RESEARCH, MONITORING OF THE SYSTEM AND CAREFUL EVALUATION. HE ALSO RECOMMENDS THE ASSESSMENT OF MINIMAL LEARNING NEEDS OF A COUNTRY WANTS TO SECURE THE KINDS OF SKILLS IT NEEDS FOR DEVELOPMENT.

4. GERMANY SUGGESTED THAT NON-FORMAL EDUCATION COULD BE THE FRAME OF REFERENCE FOR SOCIAL CHANGE IN DEVELOPING COUNTRIES AS WELL AS PROVIDING AN OPPORTUNITY FOR DEVELOPING EDUCATIONAL SYSTEMS, INDEPENDENT OF THE INDUSTRIALIZED NATIONS. GERMANY AND SWITZERLAND BUTH STRESSED THE NEED FOR MOTIVATION IN EDUCATION BUT GAVE NO SUGGESTIONS FOR STIMULATING IT.

5. THE U.S., THE UK, GERMANY, SWITZERLAND, PAKISTAN, SWEDEN, FRANCE AND THE CONGO ALL URGED THAT FORMAL AND NON-FORMAL EDUCATION NOT BE ALLOWED TO COMPETE WITH EACH OTHER BUT SUPPLEMENT, COMPLEMENT OR MERGE WITH EACH OTHER. EACH COUNTRY SHOULD DETERMINE THE KIND OF MARRIAGE MOST SUITABLE TO MEET ITS OWN PRIORITIES. THE USSR WAS CRITICAL OF THE REPORT FOR VIEWING EDUCATION AS A STATIC PROCESS AND NOT GIVING ENOUGH ATTENTION TO VOCATIONAL SKILLS. THE DEL SUGGESTED THAT AUTHORS OF THE REPORT REVIEW EDUCATION IN CUBA AND OTHER SOCIALIST COUNTRIES TO SEE WHAT CAN BE DONE WITH NON-FORMAL EDUCATION. THE U.S. STATED THAT THE REPORT RECOMMENDED TOO MUCH RESEARCH AND SUGGESTED THAT SOME OF THE RESEARCH STACKED AWAY IN ARCHIVES OF VARIOUS BILATERAL AND MULTILATERAL AGENCIES BU UTILIZED IN LIEU OF NEW STUDIES BEING INITIATED.

6. IN REPLYING COOMBS NOTED THAT HE HAD CONDUCTED UNCLASSIFIED

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STUDIES FOR UNICEF, THE IBRD AND CUBA. THESE STUDIES WILL MAKE UP A VOLUME FOR USE BY DEVELOPING COUNTRIES, BILATERAL AND MULTILATERAL AGENCIES. THE UNESCO REP SAID THAT THE GOAL IN EDUCATION IS TO DEVELOP NEW LEARNING SYSTEMS AND THAT NON-FORMAL EDUCATION IS THE FIRST STEP IN BUILDING THESE NEW SYSTEMS WHICH, HE SAID, HOPEFULLY WILL COMBINE FORMAL AND NON-FORMAL EDUCATION. EGGER (SECT) SAID THAT UNICEF HOPED TO

GAIN FURTHER EXPERIENCE IN THE APPLICATION OR IMPLEMENTATION
OF THE STUDY THROUGH PRACTICAL COOPERATION WITH DEVELOPING
COUNTRIES.
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